



# ELTHORNE PARK

— HIGH SCHOOL —

ACHIEVING EXCELLENCE IN A LEARNING COMMUNITY

Working Together at Key Stage 4



Year Ahead Information Evening  
September 2023 - Year 10



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# Year 10

Welcome to the Year 10 'Year Ahead' Guidance Meeting. Year 10 is an especially important stage in your child's education, as they start their GCSE and BTEC courses and begin to consider their sixth form option choices.

At Elthorne Park High School, we aim to ensure that every student achieves their full potential, both academically and personally, during their time at school. We are committed to supporting your child in every way possible as they embark on their final year at Key Stage 4.

We encourage all students to fully engage with each of these five core values:



## Core Values of our Community



### Proud

I proudly celebrate my achievements and those of people around me.

### Prepared

I have high expectations of myself and others and am prepared for each school day.

### Principled

My actions show I know the difference between right and wrong.

### Persevere

I am resilient, confident and independent in my learning

### Participate

I actively engage with wider opportunities and understand how I can be successful in the next stage of life.



This booklet provides guidance and information for parents about the curriculum, key subject assessments and events that your child will experience in Year 10. We hope this information will enable you to support your child throughout the academic year. We also provide information about the school's pastoral procedures and ask that you discuss these with your child.

I am looking forward to meeting you this evening and working with your child throughout Key Stage 4.

I look forward to working alongside both you and your children this academic year.

### Key Staff

**Key Stage Leader** – Mr Hardy

**Year 10 Leader** – Ms Maddox

**Assistant Year Leader** – Ms Kastelic

**Pastoral Support Worker** – Ms Gautam

### Tutors

**10E** – Mr D Miletskii

**10L** – Ms J Scully

**10T** – Mr C Gray

**10H** – Ms S Roberts

**10O** – Ms R Short

**10R** – Mr R Scobie

**10N** – Ms G Shute

**10P** – Ms S O'Brien

You can contact staff members using our [staff contact list](#)

## Working in Partnership with Parents

**We are committed to working in partnership with parents and carers to ensure that your child achieves their full potential as they progress through school. Research has shown that 'Parental support is eight times more important in determining a child's academic success than social class.'**

### **Communication with school**

We encourage all parents and carers to directly communicate with their child's tutor (pastoral or cross curricular progress concerns) or subject teachers if you have concerns relating to progress in a specific subject area.

### **Ensure your child is equipped for learning**

Make sure that your child has full equipment and books for learning each day (full pencil case) and that they set off for school wearing full school uniform with lanyard and ID card.

### **Provide a supportive learning environment at home for completion of home learning**

Try to ensure that your child has a quiet area at home where they can study in the evening, away from distractions in the family home. Ensure your child has access to a table and appropriate lighting to complete their work. Try to establish a regular time slot when homework is completed. Check SMHW with your child each evening and ensure that homework is completed by the deadline date.

### **Talk to your child about their learning**

Set aside some time each week to discuss the work your child is doing at school. Regular communication can prevent the build-up of problems. Contact the school if barriers to learning emerge.

### **Attendance and punctuality**

Ensure that your child regularly attends school (minimum target is 97%). Make sure that your child sets off for school to ensure they are in the school playground by 8:40am at the latest each morning. High rates of attendance and punctuality are some of the building blocks to ensure student success.

### **Discuss your child's progress reports**

Parents and carers will receive at least two reports each year outlining your child's academic progress and attitude to learning and home learning. The reports also summarise your child's attendance and punctuality to school. Please take time with your child to celebrate their achievement. If there are areas of underperformance, discuss the barriers to learning to identify strategies for improvement or contact your child's subject teacher or tutor to discuss further.

### **Revision and examination preparation**

During stressful assessment and examination phases, make sure that you support your child's planning and preparation well in advance of the scheduled dates. Help your child to draft a revision timetable, use effective revision techniques (see school website) and check to ensure that they stay on task with their revision schedule.

Ensure your child takes breaks and exercises in between revision sessions. Provide encouragement and keep them calm before the actual examination. Use the revision guidance provided on the school website to support your child's revision plan.

### **Parent Carer Handbook**

For further information on how you might support your child throughout the school year and further guidance and support, please read the [parent carer handbook](#).

# Our Values and Expectations – Creating a Positive Learning Culture

## School Values

Our mission statement is achieving excellence in a learning environment and we work to ensure every child is doing just that. At Elthorne Park High School, we are committed to equipping students with skills that will carry them through their school journey and beyond, preparing them for a bright future. We believe what students need to thrive can be encompassed into five key areas;

- **We are proud** - I proudly celebrate my achievements and those of people around me.
- **We are prepared** - I have high expectations of myself and others and am prepared for each school day
- **We are principled** - My actions show I know the difference between right and wrong.
- **We persevere** - I am resilient, confident and independent in my learning.
- **We participate** - I actively engage with wider opportunities and understand how I can be successful in the next stage of life.



I AM PRINCIPLED



I PARTICIPATE



I AM PREPARED



I AM PROUD



I PERSEVERE

Every student will be taught how to demonstrate these values and will be rewarded when showing them. We will give students the opportunity to showcase this skill set in the classroom and through extra curricular opportunities. Students who demonstrate these values will be rewarded in line with our achievement policy.

## Key Attributes

As well as having the four main values of our school community, we encourage students to consider personal attributes that will ensure success throughout their lives. These are; determination, curiosity, unity, freedom, resilience, compassion, respect, responsibility and positivity. Every lesson your child experiences will foster these attributes in a positive learning environment. Our personal development curriculum will also explicitly teach these attributes and ensure students understand how they link to wider, future experiences.

## Achieving your full potential

At Elthorne Park High School, staff are dedicated to ensuring that your child reaches their full potential and are prepared to leave school to go onto the path they have chosen. We can only do this when there is a safe learning environment where every student can thrive. At Elthorne, we support the individual by knowing their ability, target and structuring lessons to challenge and support. Students who need specific intervention are supported in the classroom and outside through the SEND department. We also encourage students to consider their personal development and how this can aid their learning journey.

## High Expectations

We believe that every child can reach their full potential both personally and academically, and will support students to do so. In ensuring this positive culture is created, students need to follow the behaviour for learning policy and make choices that support their learning and in turn, offer a positive school experience for everyone. Students receive strong pastoral care at Elthorne should they need support in any aspect of their school life. Students who make choices that adversely affect their learning or the learning of others will garner a sanction as per the policy.

### **Uniform Expectations**

At Elthorne Park High School, we want to create a sense of unity and belonging for our students. We expect students to wear their correct and full uniform with pride every day. Like any other organisation, we have a standard that must be followed which includes; polishable black shoes (no trainers), black trousers or skirt, white Elthorne shirt and burgundy Elthorne jumper. We expect students to wear the Elthorne PE kit as part of their physical education lessons. All students should wear their ID pass and lanyard appropriately around their neck every day. As well as creating unity, uniform creates a clear distinction between our public and private selves. We want students to learn that, with certain roles in our lives, comes differing expectations and responsibilities. When students wear their uniform, they know they are in their learning environment. Students wearing the uniform represent the school and we are proud that they do so in our local community.

### **Attendance and punctuality**

There is a positive correlation between students who have good attendance and their academic success in school. Students should aim for at least 96% attendance in a school year. Students should also make a conscious effort to begin forming positive punctuality habits by being on time to school and to their lessons. School is a place of learning and habits like these will be crucial to students' successes in their personal development and into their future careers.

### **Behaviour for Learning**

At Elthorne Park High School, staff are committed to providing an excellent learning community for all students who attend. We appreciate that there are barriers to learning and seek to overcome these through intervention, in class support and outside agencies if needed. Teachers follow the "Elthorne Way" for learning and challenge students to ensure they reach their full potential and beyond. Students must respect the classroom as a place of learning and follow the behaviour policy to ensure all members of the class are accessing their learning. Students who make choices where this standard is compromised will face a sanction as per the policy.

# Curriculum & Assessment

## Year 10 Curriculum

At EPHS, we believe that students learn best when they study a broad, balanced and ambitious curriculum. All students in Year 10 study English Language, English Literature, Mathematics, Science (either for the combined GCSE qualification or as three qualifications in Biology, Chemistry and Physics) alongside core-PE and PSHCE. In addition to these qualifications, students opted for additional subjects in the spring and summer terms of Year 9 in readiness for commencing their KS4 study in Year 10. Please note that most students in Year 10 and 11 study four additional options subjects. We hope that your child is enjoying their new courses of study.

The table below sets out the number of lessons per fortnight that students study each subject:

English Language/ English Literature	These two courses are combined - 8 hours per fortnight
Mathematics	8 hours per fortnight
Science (Combined award - Double)	10 hours per fortnight
Science (Separate awards - Triple)	5 hours per subject totalling 15 hours per fortnight across Biology, Chemistry and Physics
All other subject options	5 hours per fortnight
Core PE	2 hours per fortnight
PSHCE	2 hours per fortnight

## Year 10 assessment

Assessment of student work at EPHS is conducted in numerous ways over the course of the academic year. Whilst some learning may be appropriate to assess through detailed written feedback, other learning may be assessed in other ways such as marking checklists or detailed oral feedback. Similarly, some feedback will combine summative assessment data such as a grade alongside qualitative feedback, whilst other pieces of feedback may discuss the strengths and areas of development in a student's work without including a summative grade.

At EPHS, we specify the frequency of feedback and assessment for each subject area so that all students fully understand their progress in all subjects. The table below outlines the frequency of assessment for KS4 subjects:

English, Mathematics and Science	12 pieces of detailed feedback over the academic year
All other options subjects	12 pieces of detailed feedback over the academic year
PSHCE	4 pieces of detailed feedback over the academic year

In addition to the feedback provided throughout the academic year across all subjects, we provide Year 10 students with the opportunity to develop their exam skills through a Pre-Public Examination series (PPE). These PPEs are mock examinations that take place in conditions that replicate those conditions under which students will be assessed at the end of Year 11. Dates of the PPE series for Year 10 this academic year are **16<sup>th</sup> to 30<sup>th</sup> April 2024**. Please note that the cohort will be provided with two additional PPE series in Year 11 to further develop their skills and confidence in exam-style assessment.

## Reporting and Parents Evening

We will share two progress reports with parents during this academic year: in November 2023 and in May 2024. Please note that the date of the Year 10 Virtual Parents Evening is **Thursday 23<sup>rd</sup> May**. The conversations during this Virtual Parents Evening will be informed by the outcomes of the PPE series.

## Examinations and Non-Exam Assessments

### **Examinations**

All GCSE exams are taken in May/June of Year 11. BTEC Technical Awards may have unit exams that can be taken in Year 10 and Year 11. In most subjects, grades are now purely based on examination outcomes, but in some subjects, grades are based on a mixture of examinations and non-examined assessments. Please note the school cannot change the dates or times of any exams that are time tabled by the awarding bodies.

Exam Board regulations covering behaviour and the conduct of examinations are strict and failure to follow these regulations could mean disqualification from the exam, and possibly the subject, depending on the severity of the breach. All breaches of the regulations must be reported to the awarding bodies and they decide on the outcome, not the school. A Guidance Manual for Students and Parents/Carers will be provided towards the end of the spring term in Year 11, reflecting the regulations for that particular awarding year.

Students who have been identified as requiring access arrangements in Year 9 will have been assessed and applications made to the relevant awarding bodies. Parents should consult the schools access arrangement protocol for further information, which is available on the school website. The school will ensure that students who have demonstrated a need for, and use of, these access arrangements, will have them provided for the external examinations. We will also strive to ensure that these are in place for domestic examinations (PPEs).

If students are absent for an examination they will gain a U (fail) grade for that paper, unless a medical certificate or other supporting documentation is supplied and accepted by the relevant awarding body. You must also phone the school attendance officer as soon as possible on the day of the examination to explain why your child is not in school.

Once results are issued in August, it is possible to make post results requests, for example, to see a copy of your child's examination script or to have a script reviewed if you feel the marking scheme has not been applied correctly. Fees apply for these services.

Domestic examinations (PPEs) will take place throughout the year in the form of class assessments and formal examinations. These are conducted to the same standards and following the same regulations as the Summer GCSE/BTEC examinations. These are important examinations, and also give students further opportunities to develop their examination skills. Where applicable, the results will also be used to help teachers determine the most suitable tier of entry for their external examination.

### **Non-Exam Assessments (NEA's – formally Controlled Assessments)**

NEA's are part of a small number of subjects and they generally take place during lessons, so attendance is critical in 10. NEA's are scheduled throughout the year, and students will be informed of these by their subject teachers.

Whilst the general rules are the same for all GCSEs, the specific requirements for NEA's are different for each subject, so teachers will brief students in advance. While most NEA's marks go towards the overall GCSE grade, the ratio of marks between NEA's and examinations varies according to the subject.

NEA's are not subject to post-result appeals and marks cannot be changed, as they are all checked by the awarding bodies prior to release. Your child's teacher will inform them of the mark before it is submitted to the relevant exam board at the end of Year 11. This is the opportunity to appeal the mark and the student must indicate on the appeal form the specifics of why they think the NEA has not been marked correctly before the mark is submitted to the exam board.

## Teaching & Learning: The Elthorne Way

Our approach to teaching in the classroom is research based and reviewed every year. We call it The Elthorne Way.

- We follow the **EPHS arrival routine**, where teachers '**straddle**' and greet students at the door. We begin lessons with a short recall starter which requires students to **retrieve prior learning**. We aim to link prior learning to the current unit of work.
- We require students to think hard consistently in lessons (high think ratio). We expect **high levels of engagement** from all students (high participation ratio)
- Teachers follow **curriculum plans** which are **ambitious** and **well sequenced**. We set and share **challenging yet achievable learning objectives for all** with appropriate **scaffolding** where required. The work given to students is demanding. The most able students in the group are directed to **Challenge Plus** tasks which stretch high ability students.
- Teachers promote **effective discussion** about the subject matter being taught. There is a 'no opt-out' culture in the classroom. Students are given opportunities to explain their learning to others.
- We ensure that there is a **clear thread of learning** in the lesson with well-chosen activities that are logically sequenced. We **present the subject matter clearly** and provide effective modelling, explanations or worked examples where necessary. Teachers demonstrate **expert subject knowledge** ...and **inspire** their students through a clear **passion for their subject**.
- We provide students with **communication-friendly resources** such as visuals and checklists. We pre-teach vocabulary, allow take-up time and check in regularly with students.
- Teachers set **home learning** tasks that **consolidate learning** or **prepare for future learning**.
- Teachers **promote reading** and give students opportunities to develop reading accuracy and fluency. Teachers are aware of reading ages and offer appropriate support.
- We have **high expectations of students' behaviour** and follow the behaviour policy effectively. Teachers have **high expectations of students' work** and insist on high standards of presentation.
- Teachers provide **timely feedback on selected assessed pieces of work** which are identified in curriculum plans, in accordance with the frequency set out in school policy. Teachers explain What Went Well and provide clear Actions for Improvement, using a range of approaches including whole class feedback.



# Six Strategies for Effective Learning

LEARNINGSOCIETISTS.ORG All of these strategies have supporting evidence from cognitive psychology. For each strategy, we explain how to do it, some points to consider, and where to find more information. 



**ELABORATION**

Explain and describe ideas with many details



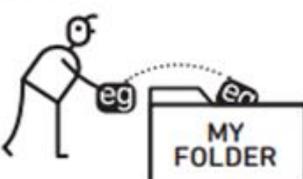
**RETRIEVAL PRACTICE**

Practice bringing information to mind



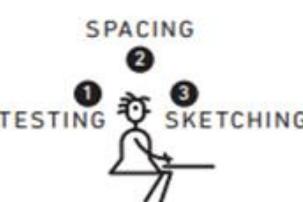
**CONCRETE EXAMPLES**

Use specific examples to understand abstract ideas



**SPACED PRACTICE**

Space out your studying over time



**INTERLEAVING**

Switch between ideas while you study



**DUAL CODING**

Combine words and visuals



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Cognitive psychology and neuroscience research have shown these six strategies are extremely useful learning and revision techniques for students to learn effectively.

These strategies are revisited several times throughout Key Stage 4 to enable students to fully master these techniques. Teachers will use these strategies within their lessons. For more information, you can visit:

<https://www.learningscientists.org/>

# Home Learning

At Elthorne Park High School we recognise that where secondary school home learning is appropriate and supports students' academic learning, it has a significant impact on accelerating progress. In a report conducted by the Education Endowment Foundation, it was found that the completion of homework at secondary level can add an additional 5 months' progress to a child's learning (EEF, 2016).

The key principles of how we aim to set home learning at EPHS are as follows:

- Clear success criteria for each homework task (What would a good piece of work look like?)
- Home learning which has stretch and challenge, yet which is accessible for all students in the group
- Clearly linked to curriculum plans
- No requirement that the students print or have access to costly resources at home
- An outlet for creativity using a variety of task types
- Can be achieved in the time allocated for each year group

The frequency and time allocations for home learning can be found in the table below:

Year Group	Frequency	Approximate time per home learning task set
7 & 8	Maths, English, science once per week, all other subjects once per fortnight	30 mins
9	Maths, English, science once per week, all other subjects once or twice per fortnight	45 mins
10 & 11	All subjects once a week	60 mins
12 & 13	Approximately one hour of home learning for every hour of lesson time	

Since 2019 we have been setting all home learning tasks online using Show My Homework (SMHW). This enables students to manage their time and see at a glance which deadlines are approaching, while parents are able to monitor their children's homework too via the SMHW app.

We aim to upload all home learning tasks to SMHW by 3:30pm on the day they are set. If you have any further questions about home learning or need parent access to SMHW please contact Mr Ward (Deputy Headteacher) at [sward@ephs.ealing.sch.uk](mailto:sward@ephs.ealing.sch.uk).

Students can access SMHW by just clicking on the 'Sign in with Google' icon on the [SMHW homepage](#) to launch the Google Sign in page and then entering in their school email address and password on that page.

Login [Forgot password?](#)

Staff Parent Student

Search school

Enter email address or username

Enter password 

Log in

Or log in with:

 Sign in with Office 365

 Sign in with Google

 Sign in with RM Unify

# Attendance and Punctuality

**Being in school every day and being punctual are the building blocks for success at school.**

**Good attendance and punctuality are important because:**

Evidence is repeatedly cited showing a direct link between under-achievement and poor attendance and punctuality. Regular and punctual attenders make better progress, both socially and academically, find school routines, school work and friendships easier to cope with, find learning more satisfying, develop responsible learning habits and are better prepared for higher education and for their working life.

**As a parent, one of the most effective ways to support your child throughout their school life is to do everything you can to ensure they are in school every day and that they are on time.**

Parents have a legal duty to ensure efficient and full-time attendance at school of registered pupils of statutory school age (Education Act 1996). We realise that there are rare, unavoidable occasions when there might be a particular problem that causes your child to be absent such as sudden bereavement, unexpected parental illness or a family crisis. If this happens, please let us know and we shall try to deal with the matter sympathetically.

## Attendance

*'There is a direct positive correlation between school attendance and a student's academic attainment.'*

- **100% attendance should be the aim of all students.**
- **The minimum attendance target expected by all students is 97% attendance.**

**Why is good attendance so important?**

<b>There are 190 days in a school year</b>	100% attendance	190 days present	0 days missed	<b>Good</b>
	97% attendance <b>(minimum target)</b>	184 days present	6 days missed	
	90% attendance	171 days present	19 days missed	<b>Worrying</b>
	85% attendance	162 days present	28 days missed	
	80% attendance	152 days present	38 days missed	<b>Serious concerns</b>
	70% attendance	133 days present	57 days missed	

Excellent attendance and punctuality will be celebrated and rewarded at Elthorne Park High School.

## Punctuality

**We ask that students be on school site by 8:40am each morning**, and make their way at 8:40am, when the bell rings, to their tutor room for a punctual start to their tutor period at 8:45am. If your child arrives after 8:45am they will be marked late for school and will be added to a same day 20 minute late detention at lunchtime in the main school hall. Failure to attend a lunchtime detention will result in an escalation to an after school detention.

Please support your child to get into good habits early on, allowing plenty of time to get ready and travel to school. Be 'prepared' and on time for school - start your day positively!

## Reporting your child late or absent to the school

We realise that there are rare, unavoidable occasions when there might be a particular problem that causes your child to be absent such as sudden bereavement, unexpected parental illness or a family crisis. If this happens, please let us know and we shall try to deal with the matter sympathetically.

### **Absence on the day**

Parents are required to contact the school **with a reason for an absence** on each day of absence.

To report an absence, please call our absence line on **020 8566 1166**, choosing **option 3** by 8:40am. **When leaving a message, please state clearly your child's full name and stating their tutor group.** Alternatively, email our attendance team on [attendance@ephs.ealing.sch.uk](mailto:attendance@ephs.ealing.sch.uk) or report the absence via our Parent App/Portal.

Absence should only happen when your child is significantly/symptomatically ill and therefore unfit to attend school. There should be an observable symptom; 'feeling unwell' is not enough. A timely reason; satisfactory to the school; must be provided, otherwise the absence will remain unauthorised. **Please arrange all non-emergency medical and dental appointments out of school hours or during school holidays.**

### **Planned absences**

Only in an exceptional circumstance will term time leave be considered. All leave is granted at the Headteacher's decision. Parents wishing to apply for leave of absence need to fill in an [application form](#) well in advance and before booking tickets or making travel arrangements (forms are available at the school office and on the website in the parent section, under 'Useful Forms'). **Going on holiday during term time is not an unavoidable absence and will not be authorised under any circumstances.**

All absences are report to the local authority. The School Attendance Service may contact you where **unauthorised absence** continues to be a problem. The school will then work in partnership with you until matters improve.

### **Raising concerns - How we will communicate with parents and support families**

If your child is absent from AM registration, a text and email message will be sent to you alerting you of their absence. If you receive such a message, please contact the school to confirm their whereabouts.

The school will let you know if we have concerns regarding your child's attendance or punctuality. The school will express 'a concern' either verbally or by letter. If attendance does not improve or explanations for absence are unsatisfactory you may be invited to a meeting.

The School Attendance Service aims to work with schools and families to promote good attendance and avoid legal action. However, in some cases, parents are prosecuted (taken to court) or have to pay a Fixed Penalty fine issued by the local authority.

If there are barriers which you feel your child cannot overcome which stop them coming to school regularly and on time, please speak to your child's Form Tutor, Head of Year or Key Worker to see how the school can support your child.

# Positive Behaviour & Rewards

## Positive Behaviour

'All students have the right to feel safe and secure at School. Learning is our core purpose; no student has the right to disrupt another student's learning. Excellent learning can only take place in lessons where there is positive behaviour, co-operation and a supportive atmosphere.' 'Good behaviour in schools is central to a good education (DfE 2022)'. We encourage students to take responsibility for their own behaviour and model excellent behaviour at school and in the local community. We are committed to providing a safe and secure learning environment for our students. We expect all students to be 'Ready, Respectful and Safe'.

## Our Values and Behaviour Expectations

Elthorne Park High School encourages all members of the school community to model and uphold our school values which exemplify; pride, preparedness, positivity and being principled in all that we do. The following values underpin our approach to conduct inside and outside of School.

Value	Meaning	What does this look like in school?
<b>Proud</b>	<i>You are willing to celebrate your achievements and those of people around you.</i>	We are always ready to focus on the positives.
<b>Prepared</b>	<i>You are ready and able to deal with the next stage in life. You are prepared for school with full uniform, equipment and home learning complete.</i>	We are on time and ready to learn at the beginning of the lesson.
<b>Persevering</b>	<i>You won't give up and will always 'have a go.' You will focus and try your best in every lesson, working to the best of your ability.</i>	We will challenge ourselves to think at the highest level.
<b>Principled</b>	<i>You know the difference between right and wrong. You have a strong sense of justice. You behave positively and respectfully in school and the local community.</i>	We respect others' right to learn. We are polite and considerate.
<b>Participate</b>	You are actively engaged with wider opportunities and understand how you can be successful in the next stage of life.	I will engage in extracurricular, community service & trips and take on leadership roles & responsibilities

## Student responsibilities

We expect all students to be '**Ready, Respectful and Safe.**'

- To behave in a polite and respectful manner at all times.
- Respecting all members of the school community and the school environment.
- To behave positively in all lessons without disrupting the learning of others.
- Positively follow and model the schools code of conduct and behaviour expectations.
- Follow instructions given by staff at the first time of asking.
- Act as positive ambassadors for the School in the local community
- To ensure that you do not bring inappropriate or unlawful items into School.

## We ask parents to ensure that their children:

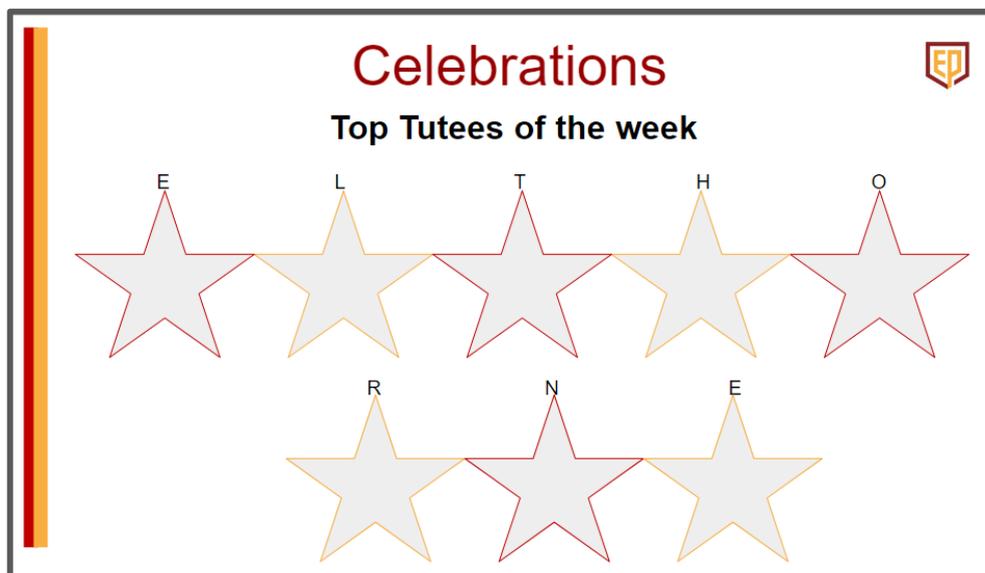
- Attend school each day and arrive on time.
  - Arrive to school in full school uniform, correct books and ID card and lanyard.
  - Behave politely and respectfully in school and in the local community
  - Behave in a safe manner to ensure they do not place themselves or others at risk
  - Complete home learning tasks each evening as set by teachers
  - Follows the school's behaviour code of conduct and related procedures outlined in the school's behaviour policy.
- If your child is being supported with their behaviour; support conditions set out in your child's behaviour support plan.

We ask that parents inform the school immediately (Tutor and Year Leader) should you become aware of any circumstances that may affect your child's behaviour at school. We also ask parents to regularly celebrate and praise their child's achievements at school.

### Rewards

Staff will award students with credits and these will be celebrated through

- Award evenings
- Fast track lunch passes 'beat the queue'
- Busy Bean passes
- Celebrations in weekly am registration including 'teacher shout outs'
- Certificates and Badges for excellent conduct (Bronze, Silver and Platinum)
- School trips
- Personalised 'student of the week' pens
- Emails and phone calls home



### Students can be awarded for

- Significant or improved progress and achievement in academic work.
- High level attainment and academic excellence in academic work.
- Significant progress in terms of personal development and organisational skills e.g. attendance & punctuality, positive & caring behaviour or excellent uniform
- Students service to the school- for example becoming Prefects & helping at open evenings
- Participation in Interform events

## CIEAG: Carers Information, Education, Advice & Guidance

The EPHS Careers Education Information, Advice and Guidance (CIEAG) programme provides our pupils with the opportunity to plan for and manage their pathways effectively, ensuring their progression towards the world of work is ambitious and aspirational. We succeed in this by placing equal emphasis on developing students' character and potential and by beginning the CIEAG journey in Year 7 with dedicated curriculum lessons, employer encounters, workplace trips and drop-down days throughout Key Stages 3, 4 & 5. To support pupils in making realistic and informed decisions about their future we will ensure that pupils:

- develop the employability skills and transferable attitudes necessary to reach their full potential in adult and working life
- are aware of the range of opportunities which are realistically available to them in continued education and training at 14+, 16+ and 18+ and receive one to one, impartial guidance when making these decisions
- develop an awareness of the wide variety of education, training and careers opportunities both locally and nationally
- use effectively the paper-based, virtual and staff resources available during PSHCE lessons and PD tutor time to make informed and appropriate choices throughout their school journey
- benefit from links fostered between the school, local businesses, community organisations, further and higher education establishments
- gain practical experience in the world of work
- experience a culture of high aspirations, equality of opportunity, in which diversity is celebrated and stereotypes are challenged

The learning objectives within the programme are age appropriate and designed to support students with the pastoral priorities of each Key Stage:

KS3	KS4	KS5
<i>Recognise that the qualities and skills you have demonstrated both in and out of school that will make you employable</i>	<i>Show how you are developing the skills and qualities which will help you to improve your employability</i>	<i>Explain how you are developing your employability qualities and skills to <b>satisfy your own expectations and the future expectations of your employers and co-workers</b></i>

Please do get in touch with our careers lead, [Ms A Crix](#) / (020) 8566 1166 Ext: 1318, should you wish to make any further enquiries about the programme.

If you are a parent or an employer who could offer support to the school by facilitating a work place experience, delivering a careers talk or running an employability workshop, please complete [this form](#).

# Personal Development Programme

Personal Development (PD) is a rich set of experiences designed to support students in navigating the world around them as they grow through adolescence and into adulthood.

As you learn more about the programme, you may come across the following acronyms:

**PSHCE(E):** Personal Social Health Citizenship (Economic) Education

**RSE:** Relationships & Sex Education

**CIEAG:** Careers Information, Education, Advice & Guidance

**SMSC:** Spiritual Moral Social Cultural development

**Citizenship & British Values:** democracy, politics, parliament and voting as well as human rights, justice, media literacy, the law and the economy, the rule of law, individual liberty, mutual respect, acceptance of different faiths and beliefs

At the core of the PD programme is the PSHCE curriculum which is coherently planned and sequenced to ensure appropriate progression across all key stages. As well as the 1 hour per week dedicated curriculum time for PSHCE lessons throughout Key Stages 3, 4 & 5, students will participate in 25-minute PD sessions during tutor time every day. Students will also engage in whole school events and drop-down days including charity drives, careers fairs and safety workshops to ensure that PD priorities are integrated into the whole student journey. At EPHS, we believe that effective PD isn't just about teaching pupils from a whiteboard; it's about contributing to a community that celebrates everyone and respects that diversity is a strength, not a divisive force.

Below is an overview of the PSHCE curriculum units. Please note that RSE is a statutory requirement in all schools. Please see the RSE policy for further details about compulsory topics and the right to withdraw.

Year Group	Unit 1	Unit 2	Unit 3	Unit 4
7	<b>Celebrating Diversity</b> Identity, cultural values, government structure	<b>RSE</b> Friendships, sex & gender, bullying, puberty	<b>Staying Safe</b> E-safety, community risks, intro to dangerous substances	<b>Career Pilot</b> Employability, linking subjects to career choices, communication skills
8	<b>Health &amp; Safety</b> Basic First Aid, sun safety, immunisations, road safety, nutrition	<b>RSE</b> LGBTQ+, contraception, changing friendships, consent & personal space	<b>Positive Wellbeing</b> Mental health risks, body image, media impact on self esteem	<b>Ethical Consumerism</b> Global development, sustainability, fair trade, local responses
9	<b>Addiction and Substances</b> Grooming, links between gangs and addiction, physical effects of addiction and substance misuse	<b>RSE</b> Diversity in family relationships, domestic abuse, consent, reasons for having intercourse.	<b>Current Affairs</b> Topical discussion lessons linked to PSHCE themes.	<b>Positive Life Skills</b> Academic skills including referencing and note taking, career pilot, intro to personal finance
10	<b>Employability and Your Future</b> LMI, Employability skills, intro to Post 16 pathways, personal branding	<b>RSE</b> Pregnancy and options, STDS, sexual harassment, local responses to sexual safety	<b>Human Rights</b> Equality and Diversity, understanding the protected characteristics, preventing prejudice	<b>Staying Safe</b> County Lines, gang culture, your position in the world, crime and punishment
11	<b>Post 16 Options</b> Pathways, entry requirements, careers information, local choices	<b>Personal Finance</b> Debt, savings, employment rights, managing money	<b>RSE &amp; Future Security</b> Personal branding, lifestyle risks (drugs, driving, alcohol, sex) online personas, leaving school considerations	
12	<b>6<sup>th</sup> Form follow a series of topical / targeted lessons across the two years. Themes include:</b> Toxic masculinity, equality in the UK, cancer screening and treatment, medical ethics and blood donation, personal finance, substance misuse and addiction, feminism, subcultures, county lines, cultural appropriation, healthy relationships, sexual health			<b>Future Pathways</b> Introduction to UCAS, writing personal statements and CVs
13				



## Art: Fine Art

### Modules of Study

Fine art explores ideas, conveys experiences or responds to a theme or issue of personal significance. The areas of study are very broad and cover drawing, painting, sculpture, printmaking, installation and mixed media.

The Still Life project aims to develop practical skills and students learn how to experiment with different materials. The second project, Structures, aims to develop creative ideas and concepts that can be realised through students' own choice of materials and subject matter, building on skills that they have developed in the Still Life project. Alongside improving practical expertise, students will learn how to:

- Develop, refine and record your ideas.
- Present a personal response that realises their intentions.
- Improve their creative skills through the effective and safe use of media, materials, techniques, processes and technologies.
- Successfully use visual language and the formal elements, e.g. colour, line, form, shape, tone, space and texture.
- Use drawing skills for different needs and purposes.

### **Autumn - Still Life**

- Drawing techniques: colour, line, form, shape, tone, space and texture
- Using different media
- Painting techniques
- Learning about Still Life painting from different periods
- Analysing artists and art movements

### **Spring - Structures** (begins after Spring half term)

- Exploring a theme
- Experimenting with different media
- Learn about various Modern/Postmodern artists
- Analysing artists and art movements

### **Summer**

**Structures** (continues until the end of Summer term, fully completed in Year 11)

### Assessment/Exam

Exam board – **Edexcel**

Paper name/Specification code – **Fine Art (1FA0)**

For past paper questions, see website – Art and Design subject:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html>

Controlled assessment – **10-hours in the Summer term**

### Key Texts

GCSE Bitesize – Art and Design, Keith Winser

The Essentials of GCSE Art & Design, Nick Eggleton (Lonsdale Revision Guides)

### Key Websites

[www.artcyclopedia.com](http://www.artcyclopedia.com)

[www.artchive.com](http://www.artchive.com)

<https://uk.pinterest.com/>

<https://artsandculture.google.com/>

<https://www.studentartguide.com/>

Individual artist websites and Google images



## Art: Graphics

### Modules of Study

Graphic communication introduces students to a visual way of conveying information, ideas and emotions using a range of graphic media, processes, techniques and elements such as colour, icons, images, typography and photographs.

Students should conduct primary and secondary investigations during their design development and explore traditional and/or new technologies. They will also consider the use of signs and symbols and the balance between aesthetic and commercial considerations.

Projects 1 and 2 will make up most of the 60% personal portfolio (coursework) Autumn

Project 1: Brief – Design. Design and make a poster to advertise a festival of your choice

Students will develop and demonstrate their skills in the following areas and present them in a sketchbook:

- Drawing, illustration, photography, typography, repeat patterns, analysis of designers' work, design context and target audience
- Students will develop final ideas and products in Photoshop and Illustrator

### Spring/Summer

Project 2: Brief – Research. Design and make packaging and a point of sale display for a food product of your choice

Students will create a portfolio that will demonstrate the following skills:

- Photography, drawing, design using computer software, an understanding of typography, ability to develop 3D products and packaging, able to use and experiment with different materials
- Final product, point of sale display and individual packet

### Assessment/Exam

Exam board – **Edexcel**

Paper name/Specification code – **Art and Design; Graphics Communication/1GCO**

Year 10 mock exam – a 10-hour exam, where students must work independently in the workshop and computer room to produce a point of sale display to promote their product.

Personal portfolio (coursework) – 60% will consist of festival project, food product project.

A student's personal portfolio (coursework) must show evidence of all four assessment objectives (AOs). The AOs are interrelated and will be delivered in a holistic way. Through this component, students must:

- Develop ideas through investigations, demonstrating critical understanding of sources (AO1)
- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes (AO2)
- Record ideas, observations and insights relevant to intentions as work progresses (AO3)
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language (AO4)

Exam – students will be given an exam paper in January which will include the theme and some inspiration. They will have eight school weeks to complete a portfolio in preparation for the final 10-hour exam when they will make a final product. Both the portfolio and the 10-hour exam will contribute to the 40%. The work must cover all the assessment objectives written above



# **Business**

## **Modules of Study**

### **Autumn - Unit 1 – Business in the Real World**

The purpose of business activity, the role of business enterprise and entrepreneurship and the dynamic nature of business. Students need to be aware of the impact business in the real world has on the four functional areas of business:

- Business operations
- Human resources
- Marketing
- Finance

### **Spring - Unit 2 – Influences on Business**

The importance of external influences on business and how businesses change in response to these influences. There include e-commerce, digital communication, ethical and environmental influences and sustainability. The economic climate, globalisation, legislation and competition will also be studied, as will how they affect the operation of business.

### **Summer - Unit 3 – Business Operations**

Students should understand the interdependent nature of business operations, human resources, marketing and finance. Students should be able to give examples of how business objectives would be split into functional plans with clear links throughout. What business operations involve, their role within the production of goods and the provision of services and how they influence business activity.

## **Assessment/Exam**

Exam board – **AQA**

Specification code – **8132**

This course is assessed by two external exams which are sat at the end of Year 11. Internal exams will take place at published times, through the year.

## **Key Texts**

AQA GCSE (9-1) Business, Second Edition

## **Key Websites**

<https://www.bbc.co.uk/bitesize/subjects/zpsvr82>

<https://www.tutor2u.net/>

# Computer Science



## Modules of Study

GCSE Computer Science is a demanding course which is designed to give students a real, in-depth understanding of how computer technology works. It goes 'behind the scenes' to look at how computers work and includes an introduction to computer programming. Hardware and software systems will be investigated from a technical and scientific perspective. There is a greater emphasis on 'computational thinking' and cyber security. The main skills required from students for the programming elements of the course are logical and analytical methods of thinking. Students will learn the Python programming language to apply these skills.

### **Unit J277/01 – Computer Systems**

This component will introduce students to the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It is expected that students will become familiar with the impact of computer science in a global context through the study of ethical, legal, cultural and environmental concerns associated with computer science.

### **Unit J277/02 – Computational Thinking, Algorithms and Programming**

Students will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation. Students will be encouraged to apply for this knowledge and understanding using computational thinking. Students will become familiar with computing related mathematics.

## Assessment/Exam

Exam board – **OCR**

Specification code – **Computer Science (9-1) – J277**

Students follow the linear course with exams in Year 11.

Unit J277/01 – Computer Systems is assessed by a final exam in Year 11 (1 hour 30 minutes and worth 50% of the GCSE)

Unit J277/02 – Computational Thinking, Algorithms and Programming is assessed by a final exam in Year 11. This exam includes a section that tests student's ability to write or refine algorithms in a high level programming language (1 hour 30 minutes and worth 50% of the GCSE)

## Key Resources

Revise OCR GCSE (9-1) Computer Science Revision Guide Revise OCR GCSE Computer Science paperback

Revise OCR GCSE (9-1) Computer Science Revision Workbook – for the 9-1 exams

## Key Websites

<https://student.craigndave.org/gcse-ocr-j277-computer-science-videos>

<https://www.bbc.co.uk/bitesize/examspecs/zmtchbk>

# Creative iMedia



## Outline of course

This qualification will assess the application of creative media skills through their practical use. It will provide learners with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aim of enhancing their employability, contributing to their personal development and future economic well-being. This qualification also helps to develop other transferable skills including creative thinking, digital presentation, planning and problem-solving. It will also promote independence, creativity and awareness of the digital media sector.

## Projects/topics covered in the course

You will learn how media codes and conventions are applied to create digital media products which engage audiences, including planning animations with audio based on client briefs and multimedia websites. In addition, you will gain an understanding of the properties and formats of media files.

## Modules of Study

The OCR Level 2 Certificate in Creative iMedia has been designed to engage and enthuse students with an interest in creative computing. They will learn to create interactive multimedia products through research, planning, reviewing and working with others to communicate creative concepts effectively.

This course suits students that are aiming to learn computing applications through a vocational pathway rather than the academic route. Additionally, this qualification will expose students to state-of-the-art computing trends.

## Assessment/Exam

Exam Board – OCR

Specification Code – J834

Unit	Unit Name	Assessment
R093	Creative iMedia in the Media industry	Practical examination, externally assessed written paper – 1 hour 30 minutes
R094	Visual Identity and digital graphics	Internally assessed coursework 10 hours
R099	Digital Games	Internally assessed coursework 10 hours

## Homework requirements

Students will be set homework at regular intervals. This will either be linked to their theory or their practical lesson. This includes practice exam questions, investigation and research, individual projects and revision.

## Opportunities for continuing study

This qualification will help you to develop knowledge aspects to all digital media products, and understanding relating to different sectors, products and job roles that form the media industry. You can progress to A Level IT, T Level or move on to a wide range of related college courses or an apprenticeship programme.



# Design & Technology

## Modules of Study

In Year 10, students will learn about five core areas of Design and Technology, including:

- Design and technology and our world
- Electronic systems and programmable components
- Mechanical components and devices
- Materials

A more in-depth knowledge of the areas below will prepare students for both Components 1 and 2:

- Natural and manufactured timber
- Ferrous and non-ferrous metals
- Thermoforming and thermosetting polymers

Students will also undertake a range of mini projects to build on the skills, knowledge and understanding required for Component 2 which they will go on to complete in Year 11.

### **Component 1**

Design and Technology in the 21<sup>st</sup> century written exams – 2 hours, making up 50% of the qualification. A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of:

- Technical principles
- Designing and making principles along with their ability to analyse and evaluate design decision and wider issues in Design and Technology.

### **Component 2**

Designing and make task, Non-Exam Assessment (NEA), approximately 35 hours, making up 50% of the qualification. A sustained design and make task, based on a contextual challenge set by the board, assessing candidates' ability to:

- Identify, investigate and outline design possibilities
- Design and make prototypes
- Analyse and evaluate design decisions and wider issues in Design and Technology

Start date – November

Deadline – February

### **Assessment/Exam**

Exam board – **Eduqas**

Specification code – **C600QS**



# Drama

## Modules of Study

### Autumn - Introduction to GCSE Drama

Component 2 Devising Drama: Students will experiment with a range of drama techniques in order to develop their levels of creativity and their ability to take risks. There is a strong emphasis on collaboration through tasks that are aimed at creating a strong group dynamic.

Students will begin to explore stimuli as a class and as individuals for the purposes of creating their devised exam piece which will be assessed in Year 11. They will begin to record and evaluate this process in preparation for their devising logs, which is written the coursework element of component 2.

### **Component 1: Understanding Drama – Set Text**

Students will study and undertake focused, practical exploration of a set text. Students will learn how to write short essays on this text in preparation for section B of the GCSE Drama written exam. Students will also learn about stage configuration and the roles and responsibilities in the theatre (section A of the written exam.)

**Component 3 Texts in Practice:** Students will study monologues and duologues from the set text and will create their own interpretations of the characters. They will perform their pieces to an audience as part of an assessed performance exam.

### Spring - Mock Component 2: Devising Drama

**Mock Component 3:** As a class, students will study, analyse and evaluate a play that is contrasting to the set text. Students will have the opportunity to choose a character of their choice to focus on and will create their own interpretations of them. They will prepare a performance and deliver their pieces to an audience as part of an assessed practical exam.

### **Component 1: Understanding Drama – Live Theatre Production**

Students will watch live and digital professional performances and will learn how to analyse and evaluate live theatre from a performer's and a director's point of view. This will be in preparation for section C of the written exam.

### **Mock Component 2: Devising Drama**

Students will explore a range of stimuli as part of a small ensemble and will embark on a process of creating a piece inspired by their interpretation and connection to the stimuli. Music, poetry, text and artefacts are examples of what will be provided to instigate creativity. Students will explore the roles of a performer and a theatre designer. They will be expected to complete coursework that documents their devising journey.

**Mock Component 1 PPE:** Preparation for the written paper.

Students will undertake a PPE written exam for Component 1.

## Summer

**Component 1: Analysis of written Paper** (Sections A, B & C of the written paper revisited)

### **Component 2: Devising Drama**

Students will begin to explore stimuli as a class and as individuals for the purposes of creating their devised exam piece which will be assessed in Year 11. They will begin to record and evaluate this process in a devising log, which is written coursework for this component.

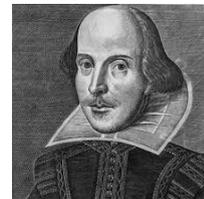
## Assessment/Exam

Exam board – AQA

Paper name/Specification code – GCSE Drama/8261

## Key Website

<https://www.aqa.org.uk/subjects/drama/gcse/drama-8261>



# **English**

## **Modules of Study**

### **Power and Conflict Poetry**

This unit introduces the poems from the AQA anthology that will be examined as part of the English Literature GCSE. There is a particular focus on analysing language, structure and form as well as crafting comparative responses.

### **Macbeth**

During this unit, students read Macbeth in preparation for their GCSE exam. Students develop their understanding of plot, theme, characterisation, structure and language. There is also a particular focus on how the play's context shapes an audience's understanding of theme.

### **Creative Reading and Writing**

In this unit, students will explore 19<sup>th</sup> and 20<sup>th</sup> century fiction. This unit develops students' skills in interpreting unseen extracts in preparation for Paper 1 of GCSE English Language. This unit also has a creative writing element in which students create their own descriptive and narrative writing.

### **Speaking and Listening**

In this unit, students will prepare for the assessment of the speaking and listening elements of the English Language GCSE. Students will prepare to present to an audience for six minutes with audience interaction.

## **Assessment/Exam**

Exam board – **AQA**

Specification code – **English Language/8700 and English Literature/8702**

Students are assessed every three to four weeks through 'Checking Point' assessments that use the same format as GCSE exam papers in order to familiarise students with responding to GCSE assessment objectives.

In addition to these regular assessments, students will sit two English Literature mock papers in June covering the texts studied to date.

## **Key Texts**

Dependent upon class and teacher

## **Key Websites**

[www.bcbitesize.com](http://www.bcbitesize.com)

Past papers – [www.aqa.org.uk](http://www.aqa.org.uk)



# Enterprise

## Modules of Study

### **Autumn and Spring**

Unit 3 – Finance for Business and Enterprise

Different methods of promotion used by enterprises, their suitability for different sizes of enterprise and the factors to consider when choosing the most appropriate. Cash flow forecasting, break even analysis and different sources of business finance.

### **Summer**

Unit 3 – Finance for Business and Enterprise

Different methods of promotion used by enterprises, their suitability for different sizes of enterprise and the factors to consider when choosing the most appropriate. Cash flow forecasting, break even analysis and different sources of business finance.

### **Assessment/Exam**

Exam board – **EdExcel**

This course is assessed through a mixture of external exams and internal coursework.

### **Key Texts**

BTEC Level 2 Enterprise student book

### **Key Websites**

<https://www.bbc.co.uk/bitesize/subjects/zpsvr82>

<http://www.beebusinessbee.co.uk/>

<https://www.businessed.co.uk/>

# Food Preparation & Nutrition



## Modules of Study

Students will learn the subject knowledge and practical skills in Year 10 in preparation for the written exam paper and Non-Exam Assessment (NEA) tasks in Year 11. Students are required to bring in their own ingredients to all practical lessons which are usually held weekly.

## Autumn

- Food nutrition and health, nutrients, nutritional needs and health
- Planning menus for different target groups
- Food preparation skills and cooking techniques, 12 skills will be demonstrated and refined during practical lessons

## Spring

- Meal planning, time plan and three-hour practical mock exam
- Sensory analysis
- Food science, investigating the working characteristics, functional and chemical properties of ingredients during practical experiments

## Summer

- Food safety, food spoilage and contamination and principles of food safety
- Exam technique
- Written mock exam (Pre-Public Examination [PPE])

## Assessment/Exam

Exam board – **AQA**

Specification code – **Food Preparation and Nutrition/8585**

One exam and two NEA tasks

Written exam in June 2022 – external exam worth 50% of the qualification (100 marks)

Students will sit a 1 hour, 45-minute paper. They will be tested on their knowledge and understanding of nutrition and health, food science, food safety, food choice and food provenance.

NEA tasks – two tasks worth 50% of the qualification (100 marks), to be completed under exam conditions in Year 11.

Task 1 – Food investigation: students will choose one task from three exam board set investigation tasks and will write a hypothesis and decide on appropriate investigations to carry out. Their understanding of the working characteristics, functional and chemical properties of ingredients will be demonstrated. Practical investigations are a compulsory element of this NEA – 10 hours, 15% (30 marks).

Task 2 – Food preparation assessment: students will choose one task from three exam board set tasks. Students will be assessed on knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to their chosen task.

Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved – 20 hours, including a 3-hour practical assessment, 35% (70 marks).

## Key Texts

AQA GCSE Food Preparation and Nutrition – Anita Tull, Garry Littlewood

Revision guide and exam practice workbook (available to purchase via ParentPay)



## **Key Websites**

<http://www.britishnutritionfoundation.co.uk> (for nutritional analysis used in NEA tasks)

<http://www.focusonfoodcookschool.co.uk/> (for cooking skills and recipes)

# **French**

## **Modules of Study**

### **Autumn - Identity and Culture**

Me, my family and friends

- Friendship
- Family relationships
- Going out
- Life when you were younger

Free-time activities

- Sport
- Life online
- Books and reading
- Cinema and TV

### **Spring**

Customs and festivals in French-speaking countries/communities

- Daily life
- Food for special occasions
- Family celebrations
- Festivals and traditions

*Local, National, International and Global Areas of Interest*

Home, town, neighbourhood and region

- Describing a region
- My town
- Tourist information

### **Summer**

*Local, National, International and Global Areas of Interest*

Travel and tourism

- Ideal holidays
- Hotels and restaurants
- Travelling and buying souvenirs
- Past holiday disasters

## **Assessment/Exam**

Exam board – **AQA**

Specification Code – **French/8658**

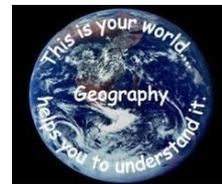
Students are assessed in accordance with the school assessment windows with a range of listening, reading, writing and speaking exams

Transition exam in October

## **Key Texts**

In school, students can access AQA GCSE French interactive textbook 'Studio'

Grammar workbook French dictionary



# Geography

## Modules of Study

### Autumn

- The Urban World – Rio
- Resource Management - Water

### Spring

- Natural hazards – Weather
- Urban Change in the UK - London
- Natural hazards – Climate change
- Changing Economic World – The Development Gap

### Summer

- UK Landscapes – Coasts
- Changing Economic World – The Development Gap

## Assessment/Exam

Exam board – AQA

PPE in the Summer term

## Key Texts

GCSE Geography AQA (Student book)

OUP (available online via Kerboodle)

Essential Geography Skills, Thornes

## Key Websites

Past papers – <https://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

<https://www.kerboodle.com/>

<https://www.bbc.co.uk/bitesize/subjects/zkw76sg>

<https://www.s-cool.co.uk/gcse/geography>

<https://geoactive.com/>

<https://www.bbc.co.uk/news>

<https://senecalearning.com/en-GB/>

The Geography department expects all students to log into and check Show My Homework at least twice a week so that they don't miss out on extra reading, departmental information, homework tasks and other useful resources.



# German

## Modules of Study

### **Autumn**

Theme 3 – Current and Future Study and Employment

- School subjects & Opinions; School day; Uniform & Rules; Trips
- German schools and English schools compared

Theme 1 – Identity and Culture - Free Time Activities and Media

- Free time activities
- Media & Leisure activities; Reading, Music, TV habits; Other media

### **Spring**

Theme 1 – Identity and Culture - Free Time Activities and Sport

- Free time activities; Sport and leisure
- Customs and festivals in German speaking countries/communities

Theme 1 – Identity and Culture Family - Friends and Relationships

- Describing people; Relationships; Views on marriage
- Childhood activities

### **Summer**

Theme 2 – Local, National and Global Interests

- Wo ich wohne – where I live
- My area; My town

Theme 1 – Identity and Culture - Healthy Lifestyles, Technology and Use of Social Media

- Staying fit and healthy

## Assessment/Exam

Exam board – AQA; Specification code – 8668

Year 10 exams – all four skills: listening, reading, speaking and writing.

Paper 1 – Listening: students listen to native German speakers speaking on the topics covered in the syllabus and respond with short answers, multiple choice etc.

Paper 2 – Speaking: conducted in April/May of Year 11, there are three sections to the exam: A roleplay, a photo card & a general conversation on a range of topics

Paper 3 – Reading: students read short authentic German texts on the topics covered in the syllabus and respond with short answers, multiple choice. Translation from German to English.

Paper 4 – Writing: two to three short written tasks to be completed in German and one translation task from English to German.

## Key Texts

Stimmt AQA GCSE textbook used in class

Stimmt AQA GCSE German Grammar and Translation workbook for homework tasks

Dictionary to use at home and in class – bring to every lesson

## Key Websites

Quizlet: [www.quizlet.com](http://www.quizlet.com)

Languages online: <https://www.languagesonline.org.uk/Hotpotatoes/germanindex.html>



## **Health & Social Care**

### **Modules of Study**

#### **September to February**

Component 1 – Human Lifespan Development

Students will investigate how, in real situations, human development is affected by different factors and that people deal differently with life events. Students will study how people grow and develop over the course of their life, from infancy to old ages; this includes physical, intellectual, emotional and social development and the different factors that may affect them. An individual's development can be affected by major life events, such as marriage, parenthood or moving house and students will learn about how people adapt to these changes as well as the types and sources of support that can help them.

#### **March to July**

Component 2 – Health and Social Care Services and Values

Students will study and practically explore health and social care services and how they meet the needs of real service users. Students will also develop skills in applying care values. Providing good health and social care services is very important and a set of 'care values' exists to ensure this happens. This component will give you an understanding of health and social care services and will help you develop skills in applying care values which are common across the sector.

### **Assessment/Exam**

Exam board – **EdExcel**

Specification code – BTEC Level 1/Level 2 Tech Award in Health and Social Care – 603/0395/5

The BTEC Tech Award consists of three components:

Components 1 and 2 are internally assessed in Year 10. Component 3 is externally assessed via a task in Year 11.

### **Key Texts**

Pearson BTEC Tech Award Health and Social Care, Student Book, Baker, Burgess, Haworth Lifespan Development, Pearson Education Limited (2015), Boyd D, Bee H

### **Key Websites**

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care.html>

<https://www.mind.org.uk/information-support>

[www.nhs.gov.uk](http://www.nhs.gov.uk)

[www.skillsforcare.org.uk](http://www.skillsforcare.org.uk)



# History

## Modules of Study

### Autumn and First Half Term of Spring

#### Germany c1918 – 1939

##### The Weimar Republic 1918 – 1933

- Recap of Year 9 work
- Early years of the Weimar Republic
- The recovery of the Republic 1924 – 1929
- Changes in society 1924 – 1929 (e.g. changes in the position of women and the standard of living)

##### Hitler's Rise to Power 1919 – 1933

- The early development of the Nazi party 1920 – 1922
- The Munich Putsch and the Lean Years 1923 – 1929
- The growth in support of the Nazis 1929 – 1932
- How Hitler became the Chancellor 1932 – 1933

##### The Nazi Dictatorship 1933 – 1939

- The creation of a dictatorship 1933 – 1934
- The police state
- Controlling and influencing attitudes
- Opposition, resistance and conformity

##### Nazi Domestic Policies 1933 – 1939

- Nazi policies towards women
- Nazi policies towards the young
- Employment and the standard of living
- The persecution of minorities

### Second Half of Spring and Summer

#### Early Elizabethan England 1558 – 1588

- Queen, government and religion 1558 – 1569 – the situation on Elizabeth's accession, the 'settlement' of religion, challenge to the religious settlement and the problem of Mary, Queen of Scots
- Challenges to Elizabeth at home and abroad – plots and revolts at home, relations with Spain, outbreak of war with Spain 1585 – 1588 and the Armada
- Elizabethan society in the Age of Exploration 1558 – 1588 – education and leisure, the problem of the poor, exploration and voyages of discovery and Raleigh and Virginia

## Assessment/Exam

Exam board – **EdExcel**

Specification code – **1H10 – Option 1H1AAR**

## Key Texts

Weimar and Nazi Germany 1918 – 1939, GCSE History for Edexcel

Early Elizabethan England 1558 – 1588, Hodder

Please see previous past exam papers and textbooks for practice exam questions

## Key Websites

<http://www.johndclare.net/>

<https://schoolhistory.co.uk/>

<https://senecalearning.com/>

# Mathematics



## Modules of Study

Autumn, Spring and Summer - Foundation

8. Probability	Probability experiments and relative frequency	58, 125
	Theoretical probability	59
	Comparing experimental to theoretical probability	125
	Mutually exclusive events	60
	Sample space diagrams	126
9. Estimation and Approximation	Estimating by rounding to a given degree of accuracy	91
	Estimating by rounding and estimating square roots	91
	Use estimations to check answers and adjust place values	91
	Using a calculator	77
	Conversions in metric units	112
	Compound measures (SDT, DMV)	142
10. Equations and Inequalities	Solving two step equations (including negatives and fractions)	100, 135a
	Solving equations (linear and quadratic) by reading off graphs	
	Forming and Solving Equations (including unknowns on both sides)	137
	Solving quadratics ( $x^2+bx+c$ ) by factorizing	157
	Simultaneous equations (elimination and substitution)	162
	Forming and solving simultaneous equations	137,162
	Solving inequalities and representing solutions on a number line	139
	Changing the subject of a formula	101,136,190
11. Circles and Constructions	Circumference and area of circles (including composite shapes)	118, 117
	Arc length and area of sectors	149, 167
	Angle and line bisectors (of a line, from a point to a line, from a point on a line)	145a, 145b, 145c
	Constructing triangles and quadrilaterals and angles	147
	Loci (from points, lines, around shapes etc)	146
12. Ratio and Proportion	Proportion as part of whole	42
	Use percentages, fractions and decimals to describe proportions	42, 88, 89
	Simplifying ratio	38
	Dividing into a given ratio	106
	Percentage of an amount	40, 86,87
	Percentage increase and decrease	108
	Percentage decrease	110
13. Factors, Powers and Roots	Calculate factors, multiples and primes	28, 79, 80
	Write HCF and LCM using product notation	79,80
	Prime factor decomposition	78
	Calculate positive integer powers and their roots	29, 81, 82
14. Graphs 1	Drawing straight line graphs	96,97,
	Equation of a straight line	159
	Distance-time graphs	143
15. Working in 3D	Identify faces, edges and vertices	44, 43
	Construct and interpret plans and elevations of 3D shapes	51
	Prism (volume and surface area)	115 119, 114,118

	Pyramid (volume and surface area)	170, 171
	Sphere (volume and surface area)	169
	Composite shapes (volume and surface area)	
16. Handling Data 2	Understand the difference between discrete and continuous data	63
	Interpret and construct tables, graphs and charts for discrete, continuous and grouped data	61, 15, 64, 65 128a, 128b,
	Compare distributions using averages and the range	62,130
	Draw and interpret scatter graphs	129
	Draw and interpret time series graphs	153
17. Calculations 2	Calculating with roots and indices	131, 154, 188
	Calculate exactly with fractions and $\pi$	
	Calculate and interpret numbers written in standard form	83

### Autumn, Spring and Summer – Higher

10. Equations and Inequalities	Solving two step equations (including brackets, fractions and negatives)	100
	Solving equations with the unknown on both sides	135a
	Forming and solving equations (linear, quadratic and simultaneous)	137
	Solving quadratics ( $x^2+bx+c$ and $ax^2+bx+c$ ) by factorising	157
	Completing the square	209
	Quadratic formula	191
	Forming and solving quadratic equations	137
	Simultaneous equations (elimination and substitution)	140, 162
	Simultaneous equations (with one quadratic and one linear)	211
11. Circles and Constructions	Circumference and area of circles (including composite shapes)	117, 118
	Arc length and area of sectors	167
	Circle Theorems	183
	Proof of circle theorems	184
	Angle and line bisectors (of a line, from a point to a line, from a point on a line)	145, 146
	Constructing triangles and quadrilaterals and angles	147
	Loci (from points, lines, around shapes etc)	165
12. Ratio and Proportion	Proportion of an amount as a fraction or percentage	42
	Percentage increase and decrease	108
	Finding the original value	110
	Dividing into a given ratio	38,106
	Use scale factors, scale diagrams and maps.	R6, G15
13. Factors, Powers and Roots	Calculate factors, multiples, HCF and LCM	28, 79, 80
	Prime factor decomposition	78
	Estimate the square or cube root of an integer	81
	Find square and cube roots of numbers and apply law of indices	131
14. Graphs 1	Equation of a straight line	159
	Linear and quadratic functions	98, 99
	Properties of quadratic functions	160
	Kinematic graphs	216a
	Iteration	180
	Solving Inequalities	138, 139, 212
	Graphing Inequalities	198
15. Working with 3D	Draw and interpret plans and elevation of 3D shapes	44, 51
	Prism (volume and surface area)	114, 115, 119

	Pyramid (volume and surface area)	170, 171
	Sphere (volume and surface area)	169
	Composite shapes (volume and surface area)	
	Frustum (volume)	172
16. Handling Data 2	Calculating averages and spread	62, 130
	Draw and interpret box plots	187
	Draw and interpret cumulative frequency graphs	186
	Draw and interpret time series graphs	153
	Draw and interpret histograms	205
17. Calculations 2	Calculate exactly involving roots and indices (including negative and fractional)	131, 154, 188
	Calculate exactly involving fractions, surds and $\pi$	207
	Simplify and manipulate surds	207
	Inverse functions	214
	Composite functions	215
	Calculate and interpret numbers written in standard form	83
18. Graphs 2	To recognise and draw graphs of cubic and reciprocal functions.	161
	To recognise and draw graphs of exponential and trigonometric functions	194, 195
	To recognise and sketch translations and reflections of graphs	196
	Real-life graphs	216a
	Gradients and areas under graphs	216b
	Equation of a circle	197
	Problem solve with tangents and circles	208

### Assessment/Exam

Exam board – **Edexcel**

Specification Code – **1MA1**

Students sit their exams the end of Year 11. There are three exam papers: one calculator and two non-calculator papers, all 1 hour and 30 minutes each. There are no controlled assessments for Maths.

### Chapter Assessments

(1-2 per half term with dates provided by classroom teachers)

Key Assessments (2 per year)

**Autumn 1: Week beginning 16th October (HT1)**

In class 40 minutes No Calculator Chpt 1-9

**Summer 1: PPE Window 16<sup>th</sup> April to 30<sup>th</sup> April (HT5)**

1 x 90 minute paper Non Calc; 1x 90 minute paper Calculator permitted

### Key Texts

Kerboodle.com for the textbook used in class. This includes a range of revision questions, written solutions and supporting videos. Login using your school google account.

### Key Websites

<https://vle.mathswatch.co.uk/vle/>

<https://www.kerboodle.com/users/login>

Students will have their own login details and a course guide in their maths books for further details.



# Music

## Modules of Study

### Autumn

- General musicianship
- Performance skills
- Composition skills
- One set works (Spalding)

### Spring

- Performance skills
- Composition
- Two set works (Star Wars and Purcell)

### Summer

- Solo mock exam
- One set work (Killer Queen)
- Listening and appraising Pre-Public Examination (PPE)
- Composition 1 controlled assessment (15%)

## Assessment/Exam

Exam board – **Edexcel**

Specification Code – **1MU0**

Component 1 – Performance (30%) September 2021 and December 2021

Component 2 – Composition (30%) Summer 2021 – Spring 2022

Component 3 – Listening and appraising (40%) June 2022

## Key Texts

Edexcel GCSE (9-1) Music Student Book, John Arkell and Johnny Martin, Pearson Edexcel GCSE (9-1) Anthology of Music, Julia Winterson, Pearson

Edexcel GCSE (9-1) Anthology of Music CD

Edexcel GCSE (9-1) Music Revision Guide, Paul Terry, Rhinegold CGP GCSE (9-1) Edexcel Music Revision and Practice

AB Guide to Music Theory Part 1, Eric Taylor

## Key Websites

<https://www.bbc.co.uk/sounds>

<https://www.musicroom.com/>

<https://www.bbc.co.uk/bitesize/subjects/zpf3cdm>

<https://getrevising.co.uk/>

<https://www.musictheory.net/>

# Physical Education



## Modules of Study

GCSE students will also study the practical component of PE. Practicals include:

Football, Hockey, Health Related Fitness (HRF), Rugby, Basketball, Badminton, Table tennis, Volleyball, Cricket, Softball, Rounders, Cross country, Circuit training, 12-minute Cooper run and more.

<b>Component 1: Fitness and Body Systems</b> <b>Component code: 1PE0/01</b>	<b>Component 2: Health and Performance</b> <b>Component code: 1PE0/02</b>
<b>Content overview:</b> <ul style="list-style-type: none"><li>• Topic 1 – Applied anatomy and physiology</li><li>• Topic 2 – Movement analysis</li><li>• Topic 3 – Physical training</li><li>• Topic 4 – Use of data</li></ul>	<b>Content overview:</b> <ul style="list-style-type: none"><li>• Topic 1 – Health, fitness and well-being</li><li>• Topic 2 – Sport psychology</li><li>• Topic 3 – Socio-cultural influences</li><li>• Topic 4 – Use of data</li></ul>
<b>Assessment overview:</b> The assessment consists of multiple-choice, short-answer and extended writing questions. Students must answer ALL questions. Calculators can be used in the exam.	
<b>Exam overview:</b> 1 hour and 45 minutes – 90 marks 36% of the qualification	<b>Exam overview:</b> 1 hour and 15 minutes – 70 marks 24% of the qualification

<b>Component 3: Practical Performance</b> <b>Component code: 1PE0/03</b> <b>Non-Examined Assessment (NEA)</b>
<b>Content overview:</b> <ul style="list-style-type: none"><li>• Skills during individual and team activities</li><li>• General performance skills</li></ul>
<b>Assessment overview:</b> The assessment consists of students completing three physical activities from a set list. One must be a team activity. One must be an individual activity. The final activity can be a free choice. Students will be assessed against set assessment criteria found in the Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Physical Education Practical Performance Assessment criteria. Each activity can last up to 12 hours. These will be assessed by the teacher and moderated by Pearson.
<b>NEA overview:</b> Internally marked and externally moderated -105 marks (35 marks per activity) - 30% of the qualification

<b>Component 4: Personal Exercise Programme (PEP)</b> <b>Component code: 1PE0/04</b> <b>NEA</b>
<b>Content overview:</b> <ul style="list-style-type: none"><li>• Aim and planning analysis</li><li>• Carrying out and monitoring the PEP</li><li>• Evaluation of the PEP</li></ul>
<b>Assessment overview:</b> The assessment consists of students producing a PEP and will require students to analyse and evaluate their performance. These will be assessed by the teacher and moderated by Pearson.
<b>NEA overview:</b> Internally marked and externally moderated - 20 marks - 10% of the qualification

## Assessment/Exam

Exam board – Edexcel

Specification Code - 1PE0

## Key Texts

Edexcel GCSE Physical Education Student book (ISBN: 9780198370215)

## Key Website

<https://www.bbc.co.uk/bitesize/subjects/znyb4wx>

# PSHCE (Personal, Social, Health and Citizenship Education)



## Modules of Study

### **Wellbeing**

- Confidence and self-esteem
- Resilience
- Mindsets
- Personal development

### **Relationships and Sex Education (RSE)**

- Pregnancy
- Sexual activity
- Safe sex
- Sexting and grooming
- Abortion and adoption
- Religious responses

### **Drugs Awareness**

- Impact of drugs
- Addiction
- Tobacco production
- E-Cigarettes

### **Social Awareness**

- Impact of crime
- Gangs and gang culture
- Youth justice system
- Capital punishment

### **Assessment/Exam**

There is no formal exam for PSHCE. However, across the course, students use teacher, self and peer assessments to ensure they are continually striving towards a deeper understanding of themselves and the world around them. These could include written work or individual and group presentations.

### **Key Websites**

<https://www.bbc.co.uk/bitesize/subjects/ztv9j6>

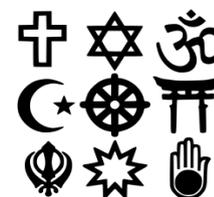
<https://www.pshe-association.org.uk/>

Elements of the RSE curriculum are a statutory requirement in schools.

We regularly review the content of our curriculum to ensure it is in line with government guidance.

Each year, all students also have access to sessions on Female Genital Mutilation (FGM) and Child Sexual Exploitation (CSE) in line with statutory guidelines.

# Religious Studies



## Modules of Study

Autumn	Spring	Summer
<p><b>Christian beliefs</b></p> <ul style="list-style-type: none"> <li>• The Trinity</li> <li>• Creation</li> <li>• The Incarnation (Jesus)</li> <li>• The problem of evil, and beliefs about life after death</li> </ul> <p><b>Muslim beliefs</b></p> <ul style="list-style-type: none"> <li>• The Sunni and Shi'a schism</li> <li>• The nature of Allah</li> <li>• Risalah (Prophethood)</li> <li>• Al-Qadr (Predestination)</li> </ul>	<p><b>Marriage and the family</b></p> <ul style="list-style-type: none"> <li>• Is marriage important?</li> <li>• Sexual ethics</li> <li>• Gender equality</li> <li>• The use of contraception</li> </ul> <p><b>Crime and punishment</b></p> <ul style="list-style-type: none"> <li>• What is justice?</li> <li>• Why is their evil?</li> <li>• What should be the aims of punishment?</li> <li>• Is the death penalty right?</li> </ul>	<p><b>Living the Christian life</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Living the Muslim life</b></p> <ul style="list-style-type: none"> <li>• Ten Obligatory Acts</li> <li>• Salah (Prayer)</li> <li>• Hajj</li> <li>• Jihad</li> </ul>

## Assessment/Exam

Exam board – **Edexcel**

Paper name/Specification code – **1RB0 Option 1RB0ZN**

Debate Club	Candle Conference with Peter Vardy
<p>The club is a great opportunity for students to develop the key cross-curricular skill of rhetoric. This club works closely with the English department to develop skills that can be applied to a range of career choices. Debates are topical and often decided by the students.</p> <p>In the future we will also be getting involved in inter-school competitions/ debates.</p>	<p>The Candle Conference gives students the opportunity to gain further insight into academic perspectives on the topics covered in the GCSE. Peter Vardy is a well respected academic in the field of theology and philosophy, and someone they can draw upon in their exams</p> <p>Students will engage with debates and discussions with other students and directly with Peter Vardy.</p>

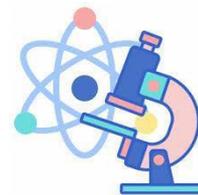
## Key Texts

All students are provided with reference copies of both textbooks to use in class and a revision guide to use at home.

## Key Website

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/religious-studies-b-2016.html>

[https://www.kerboodle.com/users/login?user\\_return\\_to=%2Fapp](https://www.kerboodle.com/users/login?user_return_to=%2Fapp) - Institution code: bg2



# Science (Combined)

## Modules of Study

Combined Science is a three-year course starting in Year 9

### **Biology**

- Natural selection and genetic modification
- Health, disease and the development of medicines
- Plant structures and their functions
- Animal coordination, control and homeostasis

### **Chemistry**

- Types of substance
- Calculations involving masses
- Acids
- Electrolytic process
- Obtaining and using metals
- Reversible reactions and equilibria
- Groups in the periodic table

### **Physics**

- Light and the electromagnetic spectrum
- Radioactivity
- Energy – forces doing work
- Forces and their effects

## Assessment/Exam

Students will be regularly assessed through end of topic tests and an end of year exam

Exam board – **Edexcel**

Paper name/Specification code – **1SC0**

Paper 1: Biology 1, specification code – 1SC0/1BF, 1SC0/1BH

Paper 2: Biology 2, specification code – 1SC0/2BF, 1SC0/2BH

Paper 3: Chemistry 1, specification code – 1SC0/1CF, 1SC0/1CH

Paper 4: Chemistry 2, specification code – 1SC0/2CF, 1SC0/2CH

Paper 5: Physics 1, specification code – 1SC0/1PF, 1SC0/1PH

Paper 6: Physics 2, specification code – 1SC0/2PF, 1SC0/2PH

All of the above are written exams and last 1 hour, 10 minutes each

Each paper above comprises 16.67% of the qualification and are worth a total of 60 marks

## Key Texts

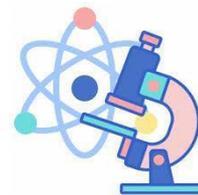
Combined Science textbook

## Key Websites

All students have access to the textbook as an e-book, interactive tutorials and activities through the following:

<https://www.pearsonactivelearn.com/app/Home>

<https://www.bbc.co.uk/bitesize/subjects/zng4d2p>



## Science (Seperate)

### Modules of Study

The following modules are covered in addition to the Combined Science content

#### **Biology**

- The eye
- Structure and function of the brain

#### **Chemistry**

- Glass, clay and ceramics
- Identifying ions using spectroscopic results
- More on fuel cells
- Bulk and surface properties of matter including nanoparticles
- Synthetic and naturally occurring polymers

#### **Physics**

- Pressure and pressure differences in fluids
- More on space physics
- Specular and diffuse reflection scattering
- Magnetism and the motor effect
- Levers, gears and rotational forces

### Assessment/Exam

Students will be regularly be assessed through end of topic tests and Pre-Public Examinations (PPEs)

Exam board – **Edexcel**

Paper name/Specification code – **Biology (1BI0); Chemistry (1CH0); Physics (1PH0)**

#### Biology

Paper 1: 1BI0/1H, 1BI0/1F

Paper 2: 1BI0/2H, 1BI0/2F

#### Chemistry

Paper 1: 1CH0/1H, 1CH0/1F

Paper 2: 1CH0/2H, 1CH0/2F

#### Physics:

Paper 1: 1PH0/1H, 1PH0/1F

Paper 2: 1PH0/2H, 1PH0/2F

All of the above are written exams and last 1 hour, 45 minutes each

Each paper comprises 50% of the qualification and are worth a total of 100 marks

### Key Websites

Past paper questions – <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FExam-materials&filterQuery=category:Pearson-UK:Document-Type%2FQuestion-paper>



## Spanish

### Modules of Study

Autumn

Module 1: ¡Desconéctate! (Switch Off!)

- Holidays & Holiday preferences
- Activities, Accommodation & Problems

Module 2: Mi Vida En El Insti (My Life at School)

- School subjects & Teachers
- Opinions & the School day

Spring

Module 2: Mi Vida En El Insti (My Life at School)

- Uniform, Rules & Trips

Module 3: Mi Gente (My People)

- Family & Friends
- Social networks & Going out

Summer

Module 4: Intereses e Influencias (Interests and Influences)

- Free time activities & Leisure activities
- Reading, Music, TV and other media
- Role models

### Assessment/Exam

Exam board – **AQA**; Specification code – **8698**

The four key skills are assessed (speaking, listening, reading and writing) with equal weighting – 25% each

Paper 1: Listening – students listen to native Spanish speakers speaking on the topics covered in the syllabus and respond with short answers, multiple choice etc.

Paper 2: Speaking – conducted in April/May of Year 11, there are three sections to this exam: a role play, a photo card & a general conversation on a range of topics

Paper 3: Reading – students read short authentic Spanish texts on the topics covered in the syllabus and respond with short answers, multiple choice. Translation from Spanish to English.

Paper 4: Writing – two to three short written tasks to be completed in Spanish, one translation task from English to Spanish.

### Key Texts

¡Viva! AQA GCSE Spanish Higher/Foundation - Pearson

AQA GCSE Spanish grammar and translation workbook; GCSE core vocabulary booklet AQA

Spanish dictionary (to use at home and in class)

### Key Websites

<https://www.pearsonactivelearn.com/app/Home>

<https://quizlet.com/en-gb>

<https://classroom.google.com/h>

<https://www.languagesonline.org.uk/Hotpotatoes/index.html>

# Sport



## Modules of Study

Component	Title	Assessment
1	Preparing Participants to Take Part in Sport and Physical Activity	Internal
2	Taking Part and Improving Other Participants Sporting Performance	Internal
3	Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity	External

## Assessment/Exam

Exam board – **Pearson**

Paper name/Specification code – **BTEC Level 1/Level 2 Tech Award in Sport – 603/7068/3**

## Key Texts

Pearson BTEC Tech Award Level 1 / 2 (2022) Sport Student Book